**Wiki Assignment #7**: Annotate and cite the remaining five required articles and post on here before midnight Class #10 – you will have completed all of the required 25 articles.

Ryan, C. S., Casas, J. F., Kelly- Vance, L., & Ryalls, B. O. (2010). *Parent involvement and views of school success: The role of parents' latino and white american cultural orientation*. (47 ed., Vol. 4, pp. 391-405). Psychology in the Schools. DOI: [www.interscience.wiley.com](http://www.interscience.wiley.com)

In text citation, (Ryan, Casas, Kelly- Vance & Ryalls, 2010)

This study was conducted by the University of Nebraska at Omaha. The researchers wanted to learn the differences between Latino parents and white American parent interest towards their child’s education. Learning the viewpoints of parents helps educators realize that different cultures have different approaches in showing concern for their children’s education. Latino parents might were less formally involved that their white counterparts. Other work indicates that a lack of involvement is often interpreted as a lack of concern (e.g., Hill &Craft; Jones, 2003).

Borgonovi, F. (2011). *What can parents do to help their children succeed in school?*. (10 ed., pp. 1-4). PISA in Focus. DOI: [www.pisa.oecd.org](http://www.pisa.oecd.org)

In text citation, (Borgonovi, 2011)

PISA is an acronym for Program for International Student Assessment; this program has had over 70 countries that have participated. These exams tests students in reading, math, and science. They are a way of showing were each country stand is comparison to the others. This article shows how parent involvement in the early years of their child’s education greatly affects how well students do when they are 15 years old. By following the progress of children through a long period of time throughout several countries, we can acknowledge that throughout most of the world parents’ involvement greatly effects student ability to succeed in school.

Ceballo, R. (2004). *From barrios to yale: The role of parenting strategies in latino families*. (26 ed., Vol. 2, pp. 171-186). Thousand Oaks: Sage Publications.

In text citation, (Ceballo, 2004)

This article analysis what it took for Latino students to enter an Ivy League college like Yale. What support did their parents provide them? Ironically, poor Latino parents seem to maintain strong support for educational goals even while feeling ill equipped to help their children succeed in school (Ceballo, 2004). Parents would trust their children and rely on their children’s mentors and teachers to help them lead them through their academic pursuits. Teachers and mentors help guide students to make the right choices and become further involved in school. In addition, school activities gave students a sense of pride and meaningful involvement (Ceballo, 2004).

Anonymous. (2011). *How parents can help their children succeed at school*. Toronto, ON: People for Education. DOI: [www.peopleforeducation.ca](http://www.peopleforeducation.ca)

One of the four activities mentioned in this article that would help a child’s education is the need for parents to read with their children. Even though a child is speaking and reading his/her native language at home it does not threaten the improvement of the child learning English. Reading and talking in a child’s home language builds these skills as effectively as reading and talking in the language of the school (August & Hakuta, 1997)

LeFevre, A. L., & Shaw, T. V. (2011). *Latino parent involvement and school success; Longitudinal effects of formal and informal support*. SAGE. Retrieved from http://www.sagepublicatios.com

In text citation, (LeFevre & Shaw, 2011)

This article explains the informal and formal ways that a parents can be involved with their children’s’ education. The data in this article, analysis 12,000 students the two items measured were (1) the measurement of the presence of family rules about education, and (2) three items measuring how often the parent discussed issues with the child during base year data collection (LeFevre & Shaw, 2011). The students and their families in this study were from all SES backgrounds. The status of a families SES plays a role on what children are exposed to but is the deciding factor for students futures. In fact, parental support has been found to be a key predictor of Latino academic achievement, beyond the effects of teacher and peer support and other demographic factors such as parent education, nativity, and language proficiency (Alfaro et al., 2006; Behnke et al., 2004; DeGarmo & Martinez, 2006; Martinez et al., 2004)